

Student Name: \_\_\_\_\_

**New Hampshire Alternate Assessment Decision-Making Worksheet  
2015 – 2016**

**Dynamic Learning Maps (DLM) for English Language Arts and Mathematics  
New Hampshire Alternative Learning Portfolio (NH ALPs) for Science**

Participation in the DLM or Science NH ALPs Alternative Assessments **requires a yes answer to each of the following questions.** A student's IEP team should determine the answers to the following questions relative to how a student with disabilities will participate in the statewide assessment (SAT, Smarter Balanced, or Science NECAP).

<b>Participation Criterion</b>	<b>Participation Criterion Descriptors</b>	<b>Agree (YES) or Disagree (NO)</b> <i>Provide documentation for each</i>
<b>1.</b> The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
<b>2.</b> The student is primarily being instructed (or taught) using the NH Learning Progressions and/or DLM Essential Elements as content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level NH Learning Progressions and/or DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
<b>3.</b> The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and-age-appropriate curriculum.	<b>Limited Communications:</b> The student may have very limited vocabulary and language skills, or may be non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning.  <i>This does not include any student with "limited communication" who has no effective communication systems in place or under active development.</i>	Yes / No
	<b>Very Low Levels of Academic Achievement:</b> Performance in the subject matters of reading, writing, mathematics and science is significantly below that of same-aged peers.  <i>This does not include student working just one or two grade levels below grade-level, or any student who has not full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as document in the IEP team meeting notes, had a significant cognitive disability "ruled out" in order to identify the student as a child having a specific learning disability.</i>	Yes / No

	<b>Highly Specialized Instruction:</b> The student generally requires systemic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple setting (e.g., school, home, work and other settings).	Yes / No
	<b>Ample Supports:</b> The student requires individualized instructional, technological or interpersonal supports to make progress in learning. The student requires accommodations to demonstrate proficiency of even the modified performance expectation levels described above, such as modeling and repeated demonstration, specially designed prompting procedures and alternate or augmented communication systems.  <i>This does not include any student who needs ample support but has no clear evidence of significant cognitive disability.</i>	Yes / No

Based on the answers above, \_\_\_\_\_ will participate in the following assessments: (Student name)

- ☐ Dynamic Learning Maps (English Language Arts/Mathematics)
- ☐ NH ALPs (Science)
- ☐ SAT (11<sup>th</sup> Grade; English Language Arts/Mathematics)
- ☐ Smarter Balanced (Grades 3-8; English Language Arts / Mathematics)
- ☐ Science NECAP

**Signatures of IEP Team Members Involved in the Decision-Making Process:**

By signing below you verify that you have reviewed the Decision-Making Worksheet and have determined that the student meets the criteria for participation in the assessment identified above:

Printed Name/Signature

Role/Position

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